



**United Way
of the Midlands**

2013 Early Childhood Data Summit

January 14, 2013

Karen Bricklemyer

kbricklemyer@uwmidlands.org

402-522-7901

United Way of the Midlands Strategic Plan

LIVE UNITED



Interviews and data suggested several common needs

- Chronic/entrenched **poverty** is affecting specific pockets of the population
- Growing number of working poor resulting from **under- and unemployment** is increasing needs for food and housing across the tri-county area
- **Families and children** are especially vulnerable, facing higher rates of poverty and needing more public assistance
- **Disparities in educational achievement** exist across the community
- **Access to basic health services** appears to be a challenge, especially in South Omaha

Strategic Initiative

How will UWM focus?

Serve those most vulnerable by supporting the **safety net**

- UWM serves as **responsible, effective, focused,** and **efficient** supporter of a defined safety net
- Actions clearly **connected to community needs and gaps**, with priority to underserved/underfunded
- Clear **criteria** and processes for decisions exist and are known
- Clear **metrics** and **accountability** for funds spent and funded agencies

Solve problems by working toward **bold goals**

- UWM becomes **proactive catalyst** and **leader** partnering with others for **long-term solutions**
- **Bold Goals** define desired **outcomes** and serve to **unite** others around solving a few **critical root causes** in addition to the **safety net**
- UWM raises **new funds toward the goals** and leverages the investments of others

Accountable to the community for achieving and communicating results*

UWM organizational capabilities and partnerships aligned to succeed in both dimensions

Today's Finger Painters = 2025 Workforce



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Some startling statistics...



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- **The Bad News**: During the past 15 years, over 1000 job categories *disappeared* as a result of new technologies.
- **The Good News**: As a result of the same new technologies, about 1,000 new jobs were *created* during the same period.
- **More Bad News**: The jobs lost required, on average, a reading ability at approximately a *fourth grade level*. The new jobs require a *college-level* reading ability.

The Issues in Metro Omaha

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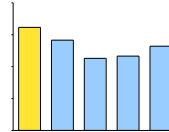
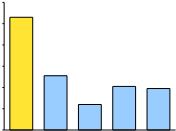


Unemployment was a challenge before the recession...



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In 2006, the unemployment rate in North Omaha was more than double other areas; underemployment was around 30% for all areas of Omaha



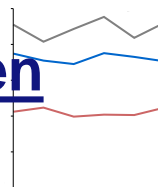
In 2007, before the recession, 1 in 7 employed persons in Pottawattamie County was working more than one job

1 in 7 employed persons in Council Bluffs and Pottawattamie County felt overqualified for their job

Births to young mothers

“Over 75% of blacks in Douglas County who gave birth were not married.” – *Omaha World Herald* 2011

‘09 – Births to Unmarried Women



Douglas 3,036

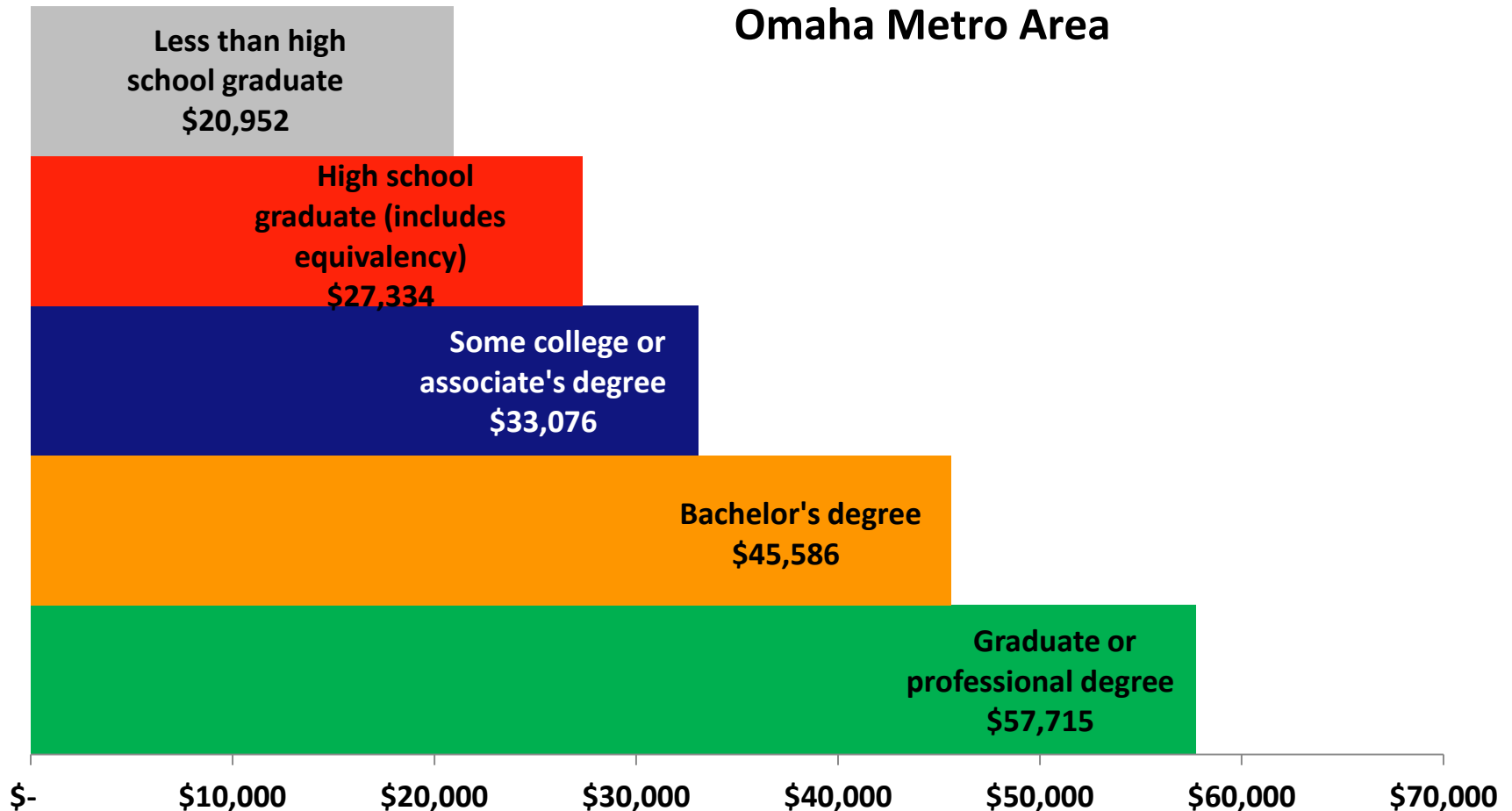
Sarpy 537

Pottawattamie 784

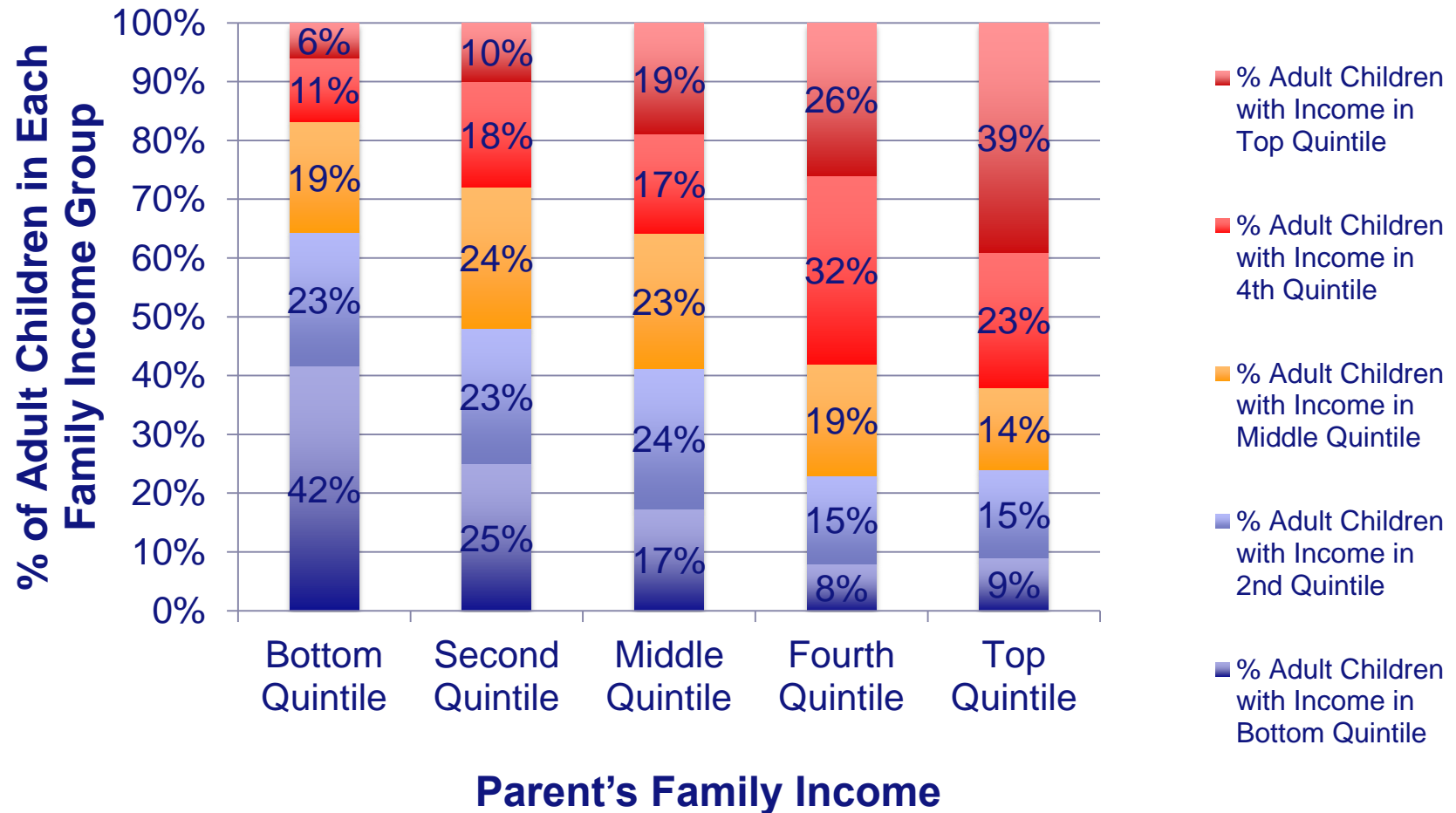
*In North Omaha, almost 1,400
grandparents were legally
responsible for their
grandchildren in 2009*

Median earnings increase significantly with additional educational attainment

Median Earnings by Education Omaha Metro Area

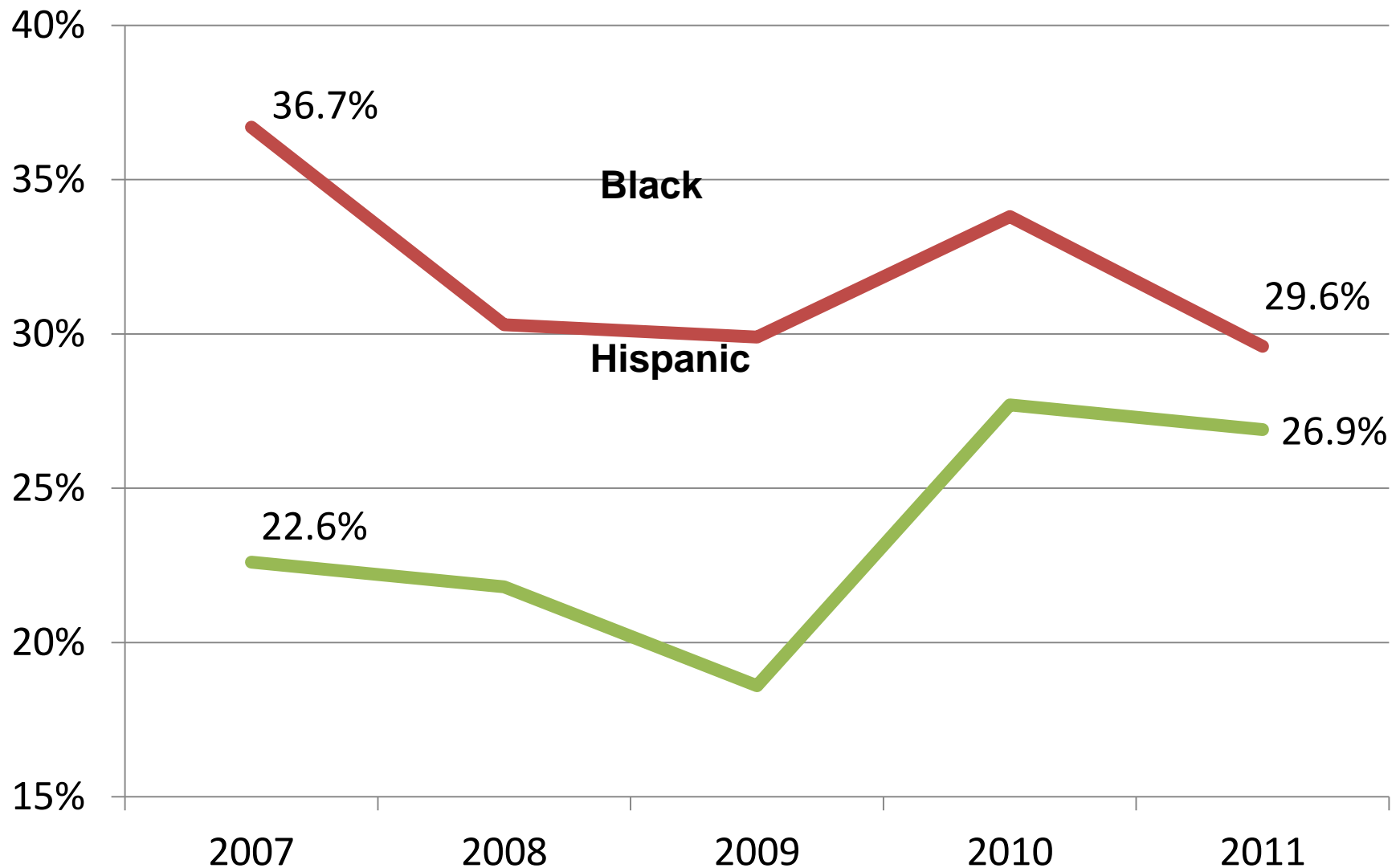


Children's Chances of Getting out of Poverty

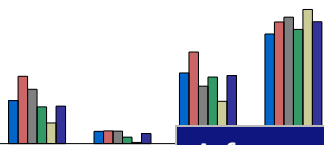


42% chance that a child's income will be the same as his or her parents.

Omaha's Black population has the highest rate of poverty at 29.6% - Hispanics follow closely behind at 26.9%



Persistent poverty is a challenge for families across the tri-county area



A four-person household in the metropolitan Douglas County area is estimated to need a minimum income of \$40,597. Federal poverty level for a family of four is \$22,000. The Greater Omaha Cost of Living Index is 88.2 (vs. national of 100).



Data Project

Overview

Why Are We Undertaking This Effort?

- The Need to Support Omaha's Youth is Still Clear
- Data Show the Number of Youth with Needs are Increasing
- One Individual Agency Does Not Have the Resources or Authority to Bring About the Necessary Change
- When combined we produce a total effect that is greater than the sum of our individual organizations, contributions, etc.
- Large-scale Change Comes From Better Cross-sector Coordination vs. Isolated Intervention of Individual Organizations

Current Effort in Omaha



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- Idea is a few years in the making
- Implementation – 5 months old
- 16 different programs using the technology
 - Varying levels of sophistication 3
3 incredibly skilled all others toward the rudimentary end of the spectrum
Not incredibly synchronized in terms of data uploading, regular reviews of internal program levels
- 1 Community Partner for aggregate data (MDSA)
 - Working to get initial test file
- Release of Information Coordination
 - Defining and Implementing Individual Level User Permissions and Access to Information

Data Collaborative: Our Omaha Example

- Technology Provider
 - nFocus
- Building Bright Future (BBF) Partner Agencies
- Community Partners

What is nFocus?

- Technology Provider
 - Trax Solutions
 - Case Management
 - Outcome Measurement Tool Kit
 - Community Solutions Server

These are tools to help organizations to know more information about the clients, track the successes, outline challenges, identify opportunities for professional development and growth, and disseminate best practices

Data Availability

- What kind of data will be transferred to the agency's system from the community database?
 - Omaha Public Schools**
 - Possibly Other School Districts
 - Ralston, Westside, Millard
 - Possibly Other Community Partners
 - Health and Human Services, Juvenile Justice Services

OPS in Transition



Mark Evans

REPLACEMENT FOR JOHN MACKIEL

Kansan is new OPS superintendent

■ Mark Evans says he's leaving his Andover job in hopes of making a difference here.

By JONATHON BRADEN
AND PAUL GOODSSELL

WORLD-HERALD STAFF WRITERS

The Omaha Public Schools have a new superintendent, and he's a Kansas Jayhawk.

The OPS board chose Mark Evans, superintendent of the Andover (Kan.) Public Schools, as

the district's next leader during its meeting Monday night.

It was a 10-0 vote, with members Sandra Jensen and Mary Ellen Drickey absent. Jensen later said she supported the board's decision.

During a telephone interview Monday night, Evans said he wants statistical evidence five

years from now that OPS has improved in multiple areas. Those areas could include student achievement and how safe students feel in their schools.

"That's how I measure success — that we've had progress," he said.

The school board president, Freddie Gray, said the board had three "wonderfully qualified" candidates.

"We believe that Mark is the person to take us to the next lev-

el," Gray said.

She said board members were impressed with Evans' record of academic achievement, his staff evaluation process and how he works with a school board.

The next step is to negotiate a contract with Evans, including his salary and when he will start.

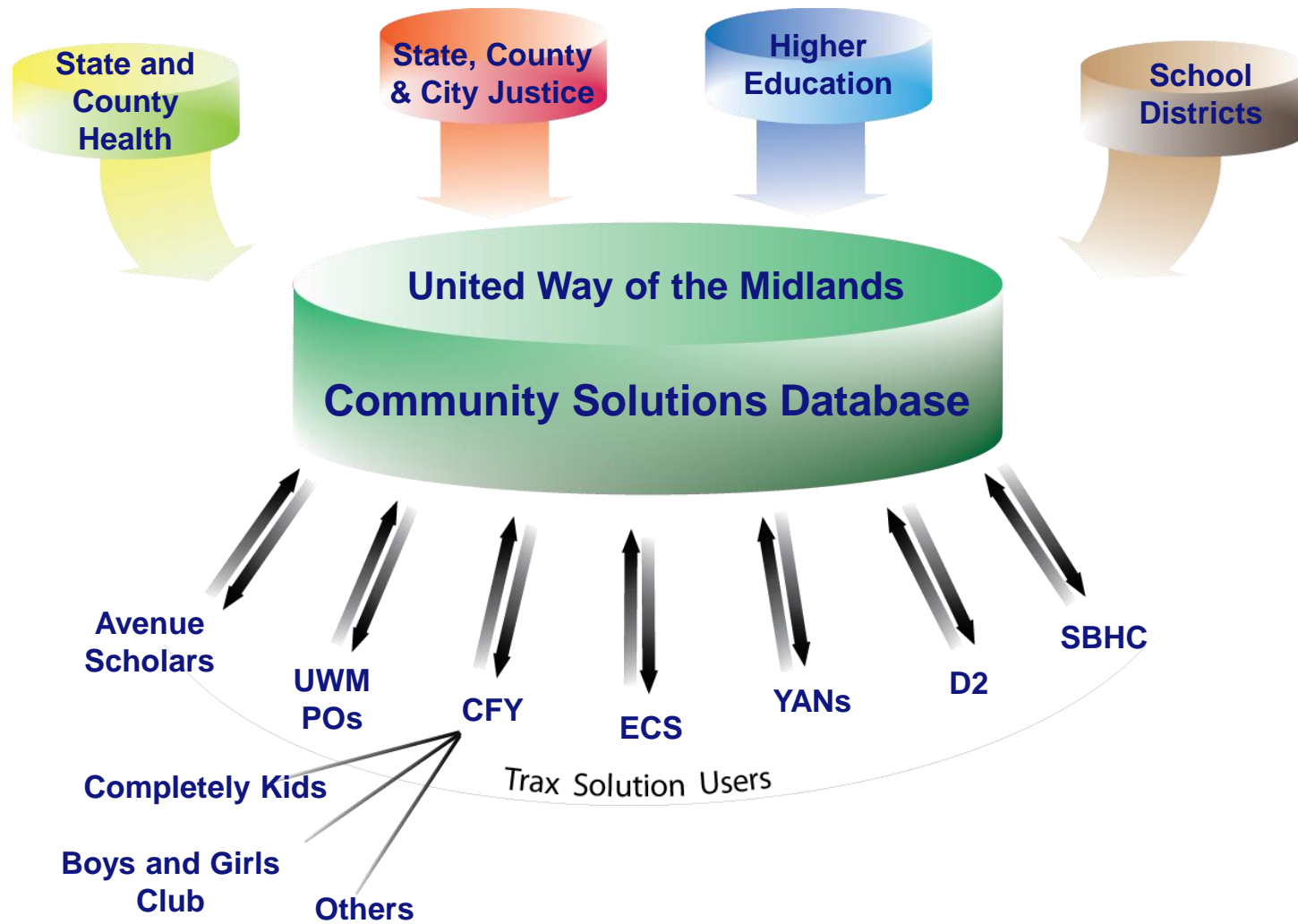
Gray said the goal is to have him work with interim Superintendent Virginia Moon so he is prepared to take over before the

See Superintendent: Page 4

Data Project

The Collaborative

Data Collaborative



Data Collection

- Quality of the Data is the result of the quality of the data collected at the agency and program level
 - Empower the agency to collect information
 - Track progress
 - Improve services
 - Identify best practices
 - Describe to funders successes and challenges
 - Build the agency's abilities to leverage data
- Need to systematically know
 - Who is served?
 - How often they are served?
 - Which programs are used to serve them?

Benefits of Being in the Data Collaborative



- Better understanding of what is being done
 - capture and record agency and program data
 - capacity to identify metrics of success
 - address opportunities for improvement
- Access to Research
- Opportunity to Build Expertise of Measurement and Evaluation in-house
- Coordinated Effort to Obtain Relevant Data for Evaluation and Program Effectiveness from Collaborative Partners (e.g., Omaha Public Schools)

Considerations for Data Collaborative Success

- Data Collaborative Explanation
- Collective Impact Framework Employed
- Working With Data Presents Considerations
 - Collection
 - Security and Confidentiality
 - Privacy
 - Usability
 - Availability
 - Utilization
 - Monitoring of our Collective Progress
- Time Frame for Next Steps

Collective Impact Strategy and Management Effort

Commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem

Requires

- Shared Agenda
- Mutually Reinforcing Activities
- Shared Measurement System
- Continuous Communication
- Requires Backbone Support Organization

Backbone Support Organization



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- United Way of the Midlands Role
- nFocus Implementation Coordinator
- Technical and Database Expert
- Facilitation Role

Shared Agenda

Provide every young person in Omaha the opportunity for education and a path toward career and life engagement

- Making the Most of **Early Childhood**
- Providing **Academic Support** and Career Awareness
- After-School **Mentoring** and **Tutoring** for Excellence
- Reducing **Truancy** and Recovering Lost Youth
- Increase **Access** to Physical and Behavioral **Health**
- **Financing** Higher Education and Training for Students
- **Preparation** for the Career

Adapted from 2007 SRI International Master Plan

Mutually Reinforcing Activities

- Every Agency will be provided with Measurement and Methodology Learning Sessions
- We will co-author Continuous Improvement Action Plans
- As data are collected information will be shared and used to re-evaluate the progress of the work we are doing
- We will develop online views that demonstrate the impact we are having in the community

Shared Goals Beyond the Technology (i.e., Shared Measurement System)

- We will define shared outcomes (metrics) across all agencies that represent what we want to accomplish together
- Individual program goals, and related metrics, will be re-assessed and calibrated to ensure alignment to and support of the overall collective goals
- We will have rules to govern how we share data, with whom, and how it will be done

Considerations for Using Data

- Collection Challenges
- Security and Confidentiality
- Privacy and Usability
- Availability
- Utilization
- Monitoring of our Collective Progress

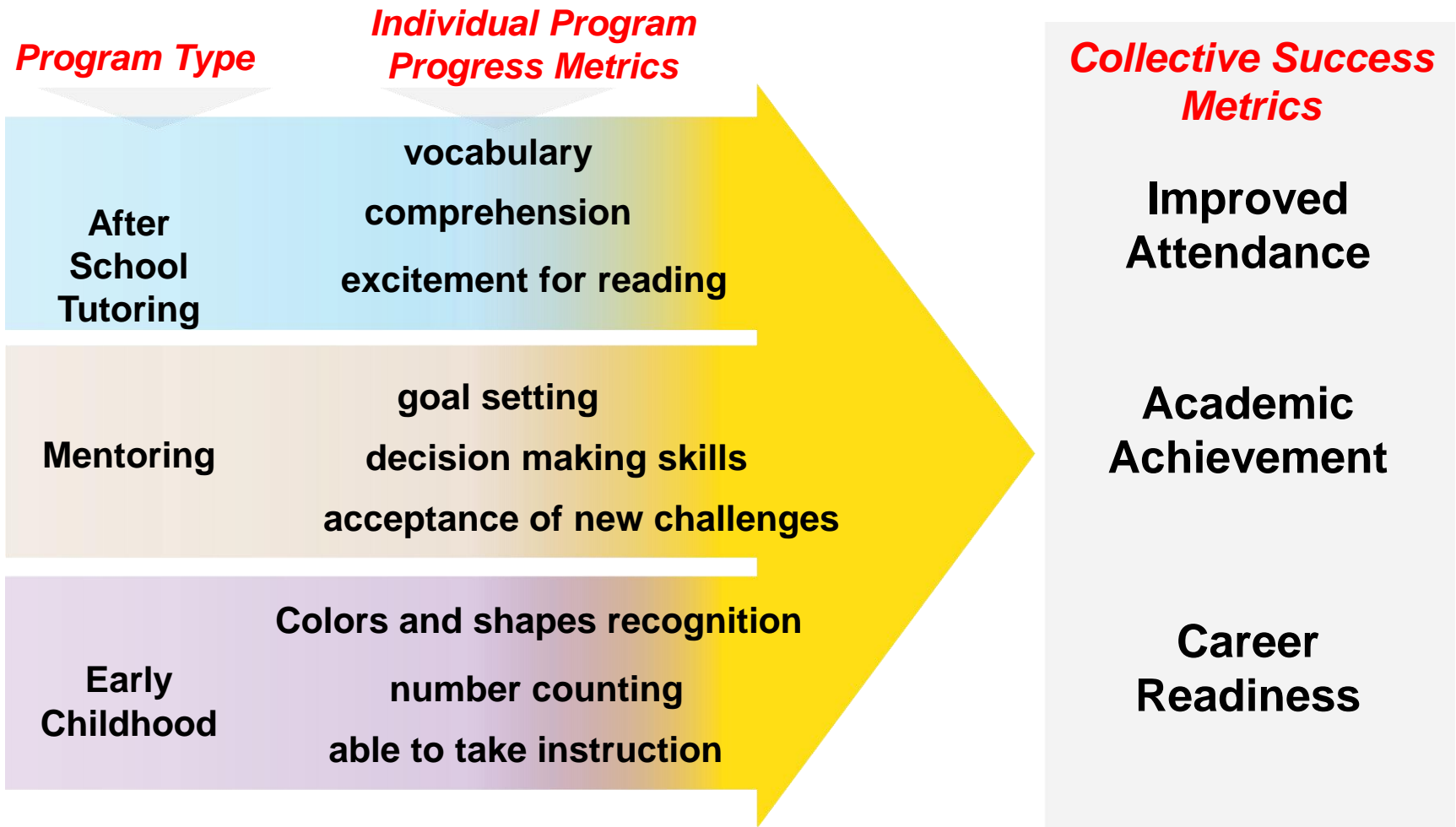
Data Project

Analytics

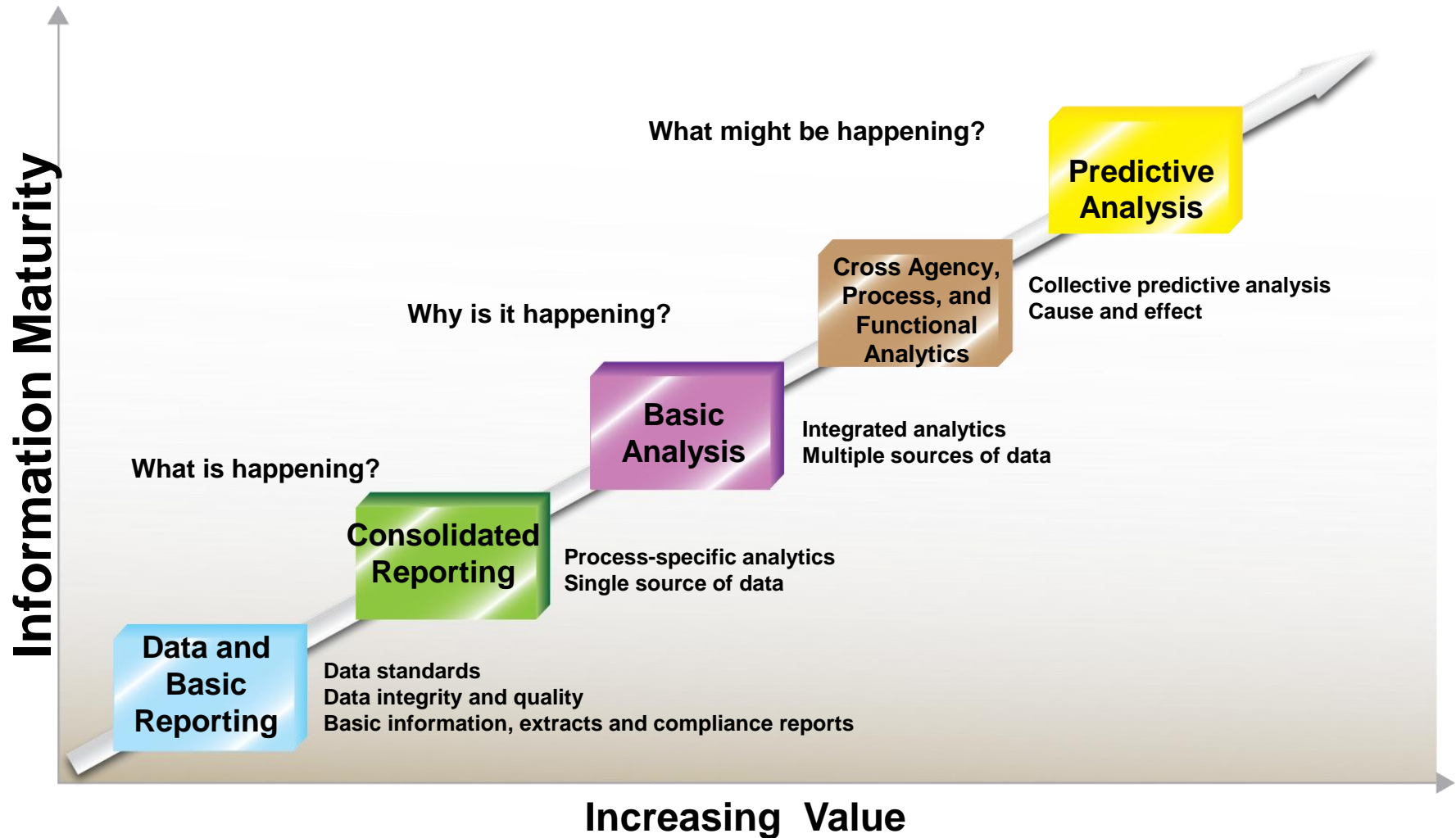
Data Utilization

- Data will be combined with external data sources (e.g., School District)
- Progress on the Collective Success Metrics
- Progress on Program Progress Metrics
- Program Participation Across Agencies
- Longitudinal Participation by Students / Families
 - Across Agencies

Example of What Our Success Metrics May Look Like



Mutually Reinforcing Activity: Evolution of Our Use of Data



Understanding Behavior

$$B = f(a, m) + s$$



behavior



individual

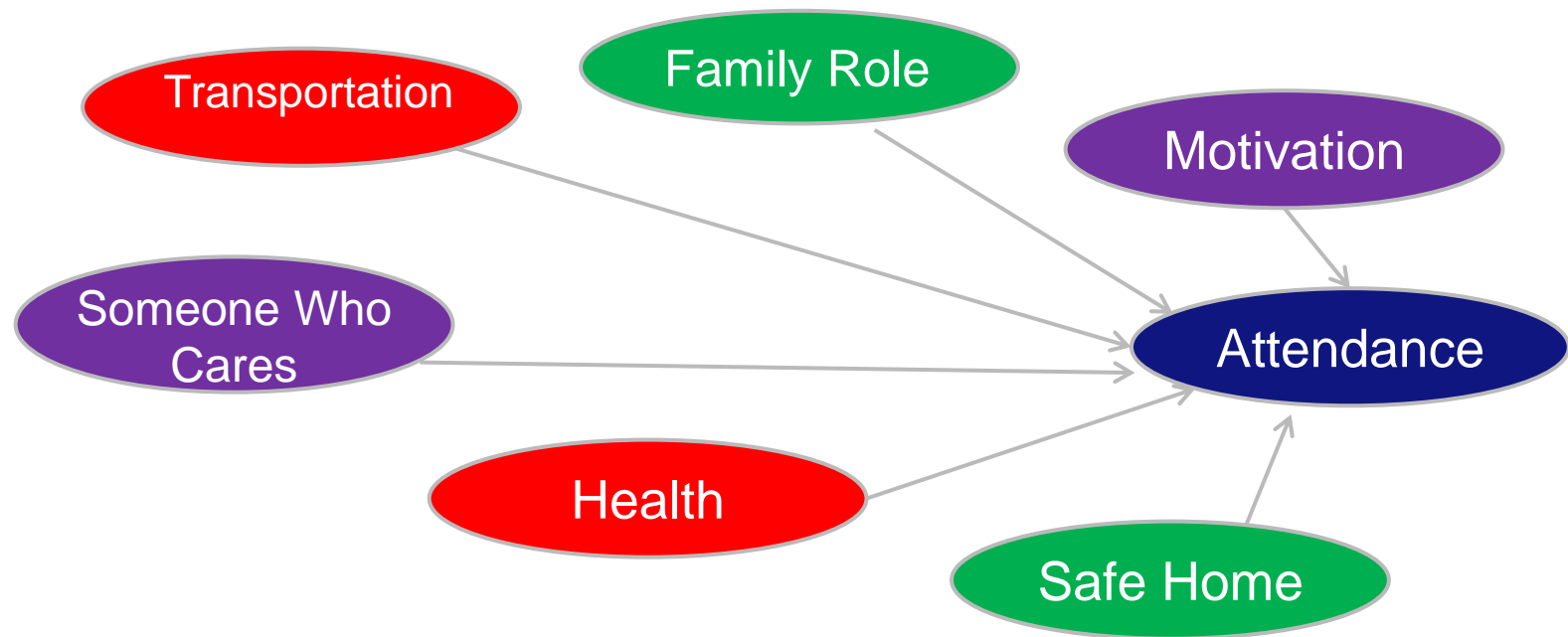


environment

Behavior is a function of a person's ability, motivation and her/his situation

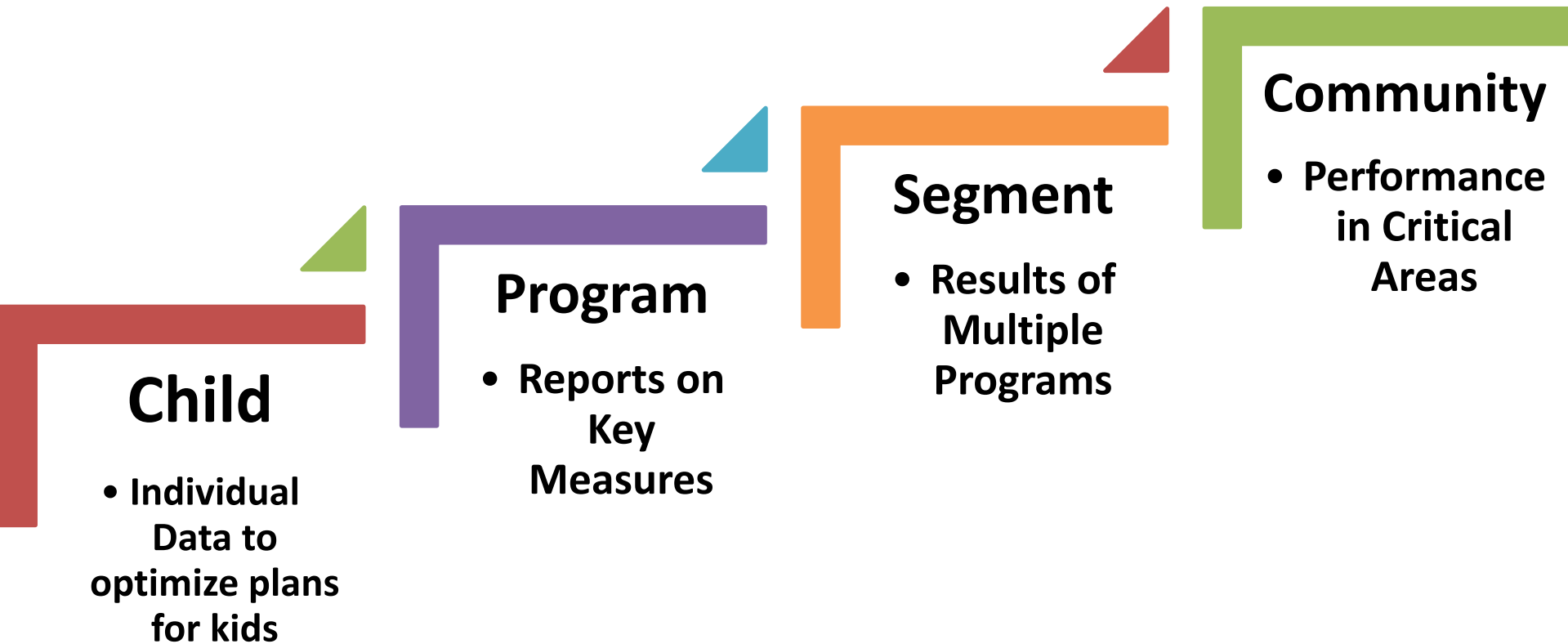
Applying Lewin's Formula:

Sample Factors Influencing Attendance



Attendance is the behavior we want to influence, so we need to have solutions for all of the influences that will have an effect on whether or not a student goes to school. The influences come from an individual's ability, motivation and her/his situation

Varying Levels of Data



Continuous Communication

- Find ways to keep all stakeholders up-to-date with progress and happenings
- Takes time to
 - Experience each other and appreciate common motivation behind the work that is done
 - Believe that all interests will be treated fairly
 - Know that decisions will be made on the basis of objective evidence and being the best solution to the problem
- Must develop shared language

Monitoring of our Collective Progress

- Agencies will gain access to the Collective Success Metrics via
 - BBF Partner meetings
 - Umbrella Organization Meetings
 - Dashboards in nFocus system
 - Published research and reports by United Way

A Quiet Crisis

“America vows to be the country of hope and opportunity for all, but fails to fulfill this promise to our youngest citizens. We celebrate their birth but then wait to see if they succeed in school before we pay attention to their strengths and needs.”

Source: The Quiet Crisis

THANK YOU

Karen Bricklemyer
President & CEO
United Way of the Midlands
kbricklemyer@uwmidlands.org
402-522-7955